D.M.Hall

The agricultural student.

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COLLEGE OF AGRICULTURE

The Agricultural Student

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His opportunities and choice of job

By D. M. Hall
and R. R. Hudelson

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The Agricultural Student

HIS OPPORTUNITIES AND CHOICE OF JOB

By D. M. HALL and R. R. HUDELSON[1]

THE TYPICAL YOUNG PERSON enters college expecting to find his principal reward in improved ability to earn a living. The typical parent agrees with this point of view. Secondary objectives in coming to college include preparation for the kind of life with which the chosen vocation will be associated and for the responsibilities of citizenship. The prospective student asks, "What occupations are open to me?" or "What are the chances for employment in this field which I think I want to enter?" Next come questions concerning the personal qualifications and kinds of training needed to enter and succeed in the vocation he expects to choose.

College administrators who have daily contact with prospective students, the students themselves, and alumni are all concerned with these same questions because successful colleges must help students and alumni attain their chosen goals. This is not to deny the further responsibility of administrators to help a student choose goals appropriate to his qualifications and justified ambitions, providing these goals and ambitions are in the realm of occupations likely to be available to him and enable him to become economically self-supporting. Economic independence is, after all, youths' first problem, just as self-preservation is still the first law of life. Naturally this problem is closely integrated with the desire to become socially acceptable and to evolve and attain long-time objectives in service and citizenship. Most young people also have hopes, usually not very well defined, of attaining some degree of distinction vocationally or in the life associated with their vocations.

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[1] D. M. HALL, Assistant to the Dean of the COLLEGE OF AGRICULTURE, and R. R. HUDELSON, Assistant Dean of the COLLEGE OF AGRICULTURE.

The purpose of this study was to obtain information from the graduates of the College of Agriculture of the University of Illinois which would help in answering some of these important questions. It is hoped that the results will be useful to those responsible for student guidance, for planning educational programs, and for helping alumni to find better jobs. Following are the questions this report is intended to help answer:

1. How do agricultural students compare with other university students in scholastic ability and experience?

2. What jobs are obtained by agricultural students who are not graduated?

3. Are agricultural graduates satisfied with their jobs and their college training?

4. What jobs do the alumni hold? Where are these jobs?

5. What are the incomes of agricultural graduates in their various employments?

6. What patterns of progress have been followed often enough to mark a path for those who come later.

Records on which study was based

The alumni section of this study is based principally upon the replies of 1,740 graduates in agriculture from the University of Illinois who filled out and returned questionnaires indicating employment as of 1940 and earlier.[1] Nearly 70 percent of this group were graduated between 1921 and 1940 altho all living graduates were invited to participate. The distribution of returned questionnaires by years of graduation is shown in Table 1. This study does not cover graduates in home economics except as specifically stated. For number of graduates by years see graph on page 8.

The first graduating class in agriculture consisted of two persons. Not until 1904 were as many as ten persons graduated

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[1] See pages 35 and 36 for sample questionnaire.

TABLE 1.—NUMBER OF AGRICULTURAL GRADUATES OF VARIOUS YEARS WHO RETURNED QUESTIONNAIRES[a]

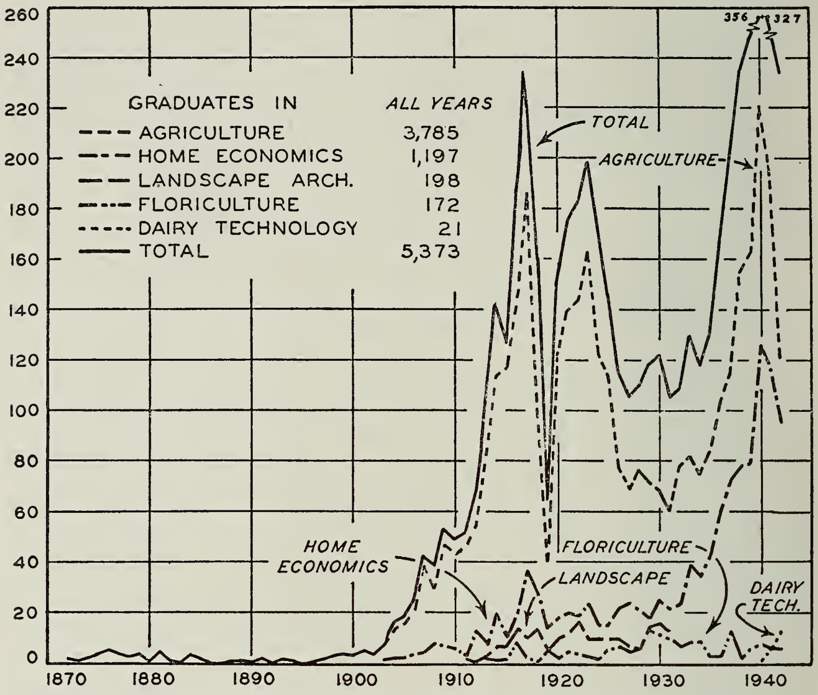
Year of graduation	Number of graduates sent questionnaire	Number returning questionnaire
1872–1885	38	1
1886–1895	7	4
1896–1900	12	5
1901–1905	47	17
1906–1910	180	68
1911–1915	416	174
1916–1920	589	290
1921–1925	681	327
1926–1930	364	261
1931–1935	379	257
1936–1940	756	336
Total	3 469	1 740

[a] Home-economics graduates are not included in this table.

in any one year. After 1904 the number increased rapidly until 1917, when there was a wartime decline followed by quick recovery at the close of hostilities. During the twenties, when urban areas prospered and agriculture was at a disadvantage, enrollment in the College of Agriculture and number of graduates fell steadily. Rapid growth was again resumed in 1932. For the five years 1937-1941 enrollment averaged 1,547, of which 993 were men and 554 women. Nearly all the women were in home economics.

All graduates of the College of Agriculture majored in general agriculture until 1903, when the first home-economics candidate received her degree. Between 1911 and 1931, 198 persons were graduated in landscape gardening; this work was then transferred to the College of Fine and Applied Arts. The first class graduated in floriculture in 1913 was composed of two students. During the thirty years 1913-1942 the average number per year was 5.8, tho there were 14 in 1929 and again in 1937. During 1940-1942, 23 students were graduated from a new curriculum in dairy technology.

As might be expected, the number of students enrolled in agriculture and the numbers graduated have varied with the outlook for agriculture compared with opportunities in industry, except when war intervened. At present (1943) war activities have again lowered these numbers, but it seems reasonable to



Number of graduates from the College of Agriculture, 1872-1942. The total number of living graduates in 1940 (not shown in this graph) was 3,379.

believe that agricultural industries and educational institutions, to say nothing of national and state programs for agriculture, will continue to demand trained workers.

How do agricultural students rank in scholastic ability?

From this study of undergraduate records it seems safe to conclude that agricultural students compare favorably with university students in other schools and colleges in scholastic ability and advantageously in precollege experience.

Eighty-one percent of the freshmen entering the College of Agriculture during 1935-1939 ranked scholastically in the upper half of their high-school graduating classes.[1] This percentage was higher than that of any other school or college of the University.

The achievement of agricultural students in college work is, however, very similar to that of the average student in the University. A five-year grade average for all agricultural freshmen for 1935-1939 was 3.18[1]; the all-University freshman average for the same period was 3.19.[2]

The question naturally arises as to why the agricultural students did not earn grades superior to those of the average University student, since a higher percentage of them ranked in the upper half of their high-school classes. A partial answer may be that a larger proportion of the agricultural students work at gainful employment during their college enrollment and those that work devote more hours to their jobs than do other University students. A recent study showed that 50 percent of the men in the COLLEGE OF AGRICULTURE worked an average of slightly more than 20 hours a week. Only 40 percent of all men students in the University seek employment, according to an estimate by the University student-employment office, and their average number of hours of work per week is about 15.

Are college grades indicative of later earning power?

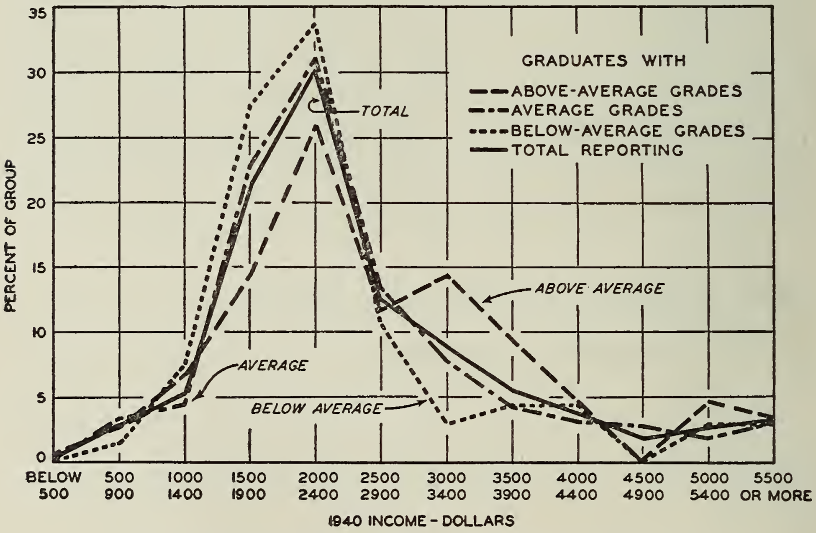
Students often inquire whether higher grades in college are associated with larger incomes after college. That the answer is "yes" for agricultural graduates may be seen from Table 2 and the graph on page 10.

[1] This statement is based on data compiled by G. P. TUTTLE, Registrar, showing rank in high school of freshmen admitted to the University of Illinois during these years and their first-year records at the University. Published in mimeographed form.

[2] These figures may be compared legitimately since agricultural students take approximately 60 percent of their courses in other colleges. However, these two averages are for both men and women students, whereas this study includes principally men.

TABLE 2.—INCOMES OF AGRICULTURAL GRADUATES AS RELATED TO THEIR SCHOLASTIC RECORDS

Average income from 1940 job	Number having grades that were—			Total number in each income range	Percentage of each grade group having grades that were—			Percentage of all graduates studied
	Average	Above average	Below average		Average	Above average	Below average	
Below $500	1	1	0	2	.2	.6	0	.3
$ 500–$ 999	14	4	1	19	3.3	2.7	1.5	3.0
1000– 1499	19	10	5	34	4.5	6.8	7.6	5.4
1500– 1999	95	21	18	134	22.9	14.4	27.6	21.5
2000– 2499	129	38	22	189	31.2	26.2	33.8	30.3
2500– 2999	56	17	7	80	13.5	11.7	10.7	12.8
3000– 3499	33	21	2	56	7.9	14.4	3.0	9.0
3500– 3999	18	14	3	35	4.3	9.6	4.6	5.6
4000– 4499	14	7	3	24	3.3	4.8	4.6	3.8
4500– 4999	12	0	0	12	2.9	0	0	1.9
5000– 5499	8	7	2	17	1.9	4.8	3.0	2.7
Above $5500	14	5	2	21	3.3	3.4	3.0	3.4
Total	413	145	65	623	...	...	...	...



Salary distribution of graduates on their present jobs (1940) as related to their college grades

According to the chi-square test, the data described by these curves show highly significant differences between the incomes of the group with above-average grades and the group with average grades. They do not show significant differences in the average and below-average groups.

Of the men having grades above average, almost half were paid $2,500 or more annually for their services. Less than a third of these with grades below average received $2,500 or more a year.

What precollege job experience have most agricultural students had?

Most of the students enrolling to study agriculture at the University have a good background of agricultural experience. A study of the vocational experience of freshmen entering during 1936 to 1939 revealed that 70 percent had lived on farms after their twelfth birthday.[1] Others belonged to families having farms or other agricultural interests. Probably in no other vocational field do the trainees enter with so much actual experience. This experience is supplemented for the majority of agricultural students by 4-H Club work or project work in high-school agriculture or both. Of the students who lived on farms, 72 percent had participated in 4-H Clubs and 66 percent had taken vocational agriculture in high school. Of the 30 percent living in town, 17 percent had 4-H Club experience and 28 percent had taken high-school agriculture.

What happens to those who do not graduate?

At the University of Illinois, as in similar institutions, less than half the freshmen stay to graduate. The reasons are many and varied and include lack of funds, health failures, job attractions, lack of scholastic ability or incentive to learn, as well as many others.

[1] Ross, R. C. Unpublished manuscript, "The background of students in the College of Agriculture."

A survey of 356 students in agriculture and home economics who withdrew without graduating was made in 1934 and revealed that they were employed as follows:[1]

	Percent		*Percent*
Farming	27.6	Teaching	10.4
Related agricultural jobs	12.4	Selling	3.0
Homemaking	11.2	Miscellaneous jobs	35.4

These former students indicated that the inclusion of more courses on the following subjects would have helped them (subjects are listed in order of number of times each was mentioned): (1) practical agriculture, (2) economics, (3) business training, (4) rhetoric, (5) public speaking, (6) science, (7) mathematics.

What suggestions do graduates make for improvement of training?

The graduates who received questionnaires were invited to suggest course changes that, in the light of their after-college experience, seemed advisable. Twenty percent said, "Include more practical courses." By "practical" they meant courses which would have served their needs more adequately than some they took. Part of the group, however, clearly interpreted the word "practical" to mean the development of vocational skills. Farmers, extension workers, and high-school teachers voted heaviest for "more practical courses." It is a bit surprising that two of these groups, themselves teachers, should offer the comment that they did not have enough of the "practical." College teachers, engineers, and professional technicians desired more scientific and technical courses. Business managers, salesmen, and tradesmen suggested more "business and management" courses. On the whole the alumni favored helping a student to make a more definite choice of vocation and to select courses in line with this choice. A summary of their suggestions is shown in Table 3.

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[1] HUDELSON, R. R. Unpublished manuscript on survey of former students who did not graduate (1925-1934).

TABLE 3.—IMPROVEMENTS SUGGESTED BY GRADUATES FOR AGRICULTURAL INSTRUCTION

(Percentage of graduates in various fields who voted for each improvement)

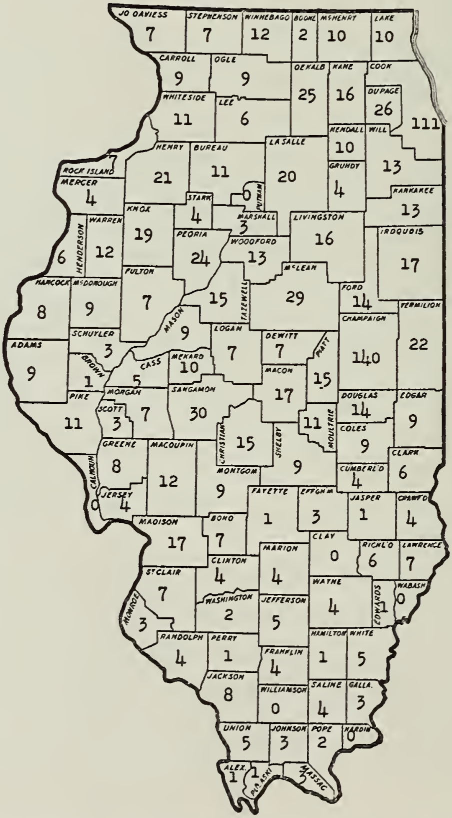
Occupational groups (1940)	More intense guidance work	More courses in—					Combine more practice with theory	Number of votes
		Business and management	Scientific studies	Practical studies	Personality improvement	Speech		
College teachers...	27.6	13.8	17.2	13.8	10.3	10.3	3.5	29
Extension workers.	17.7	13.7	2.0	25.5	11.8	19.6	3.9	51
High-school teachers........	18.2	3.0	4.0	31.3	22.2	14.1	7.2	99
Engineers.........	14.3	....	28.6	14.3	14.3	28.5	...	7
Agricultural technicians.....	30.5	8.3	13.9	16.7	5.6	19.4	2.8	36
Business managers.	13.8	24.6	3.1	16.9	12.3	21.5	4.6	65
Clerks and salesmen...........	20.0	20.0	....	14.3	14.3	17.1	5.7	35
Farmers..........	12.9	17.7	3.2	29.0	12.9	17.7	3.2	62
Tradesmen.......	....	33.3	16.7	....	33.3	16.7	...	6
Miscellaneous.....	21.0	....	3.5	5.3	26.3	28.1	8.8	57
All groups........	18.6	11.9	5.4	20.6	16.1	18.8	5.1	447

A complete list of the individual suggestions submitted by the alumni has been placed in the hands of all members of the teaching staff in the College of Agriculture, with the hope that suitable adjustment may be made in courses and curricula. Some progress had already been made along these lines after some of these alumni had left college and before their comments were received. All freshmen are now given a battery of tests designed to measure some of their individual differences in ability and attainment. A selected group of staff members have given considerable time to fitting themselves for guidance work, and college procedures have been modified to permit adaptations of curricula to individual needs.

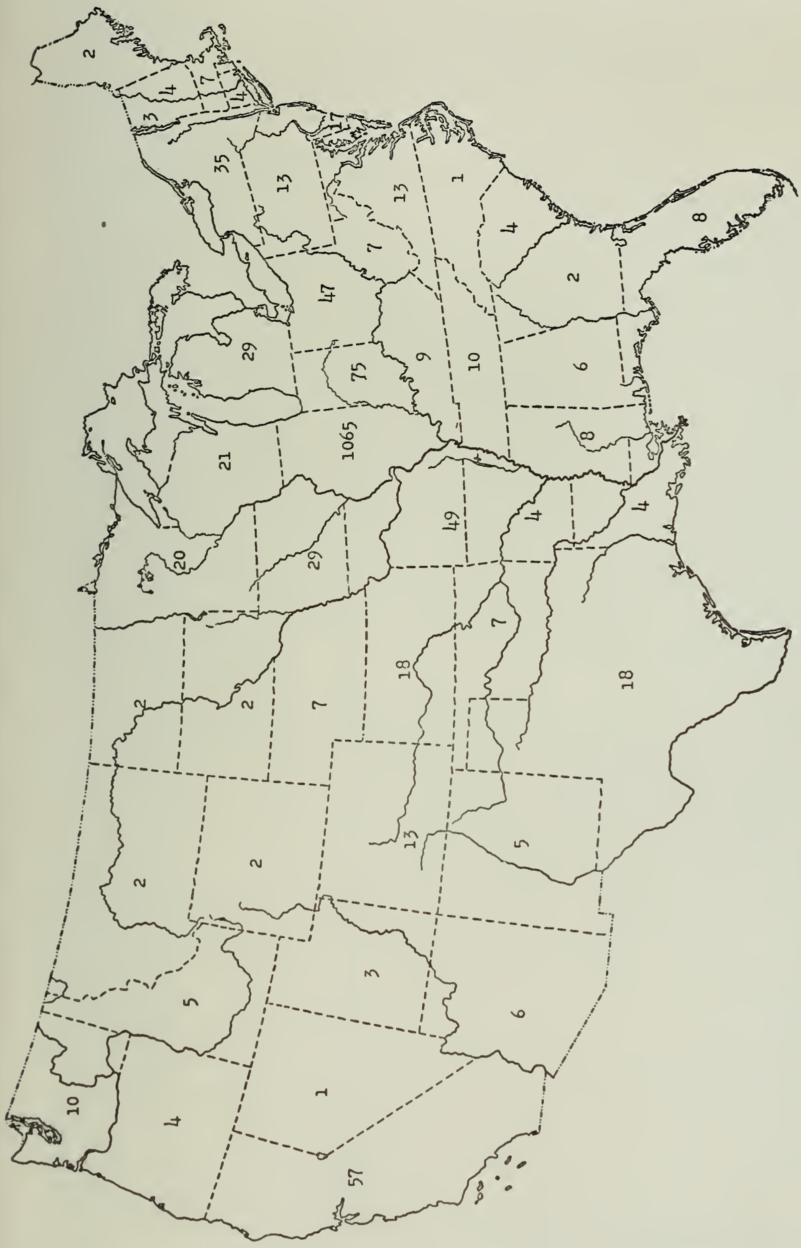
An adequate guidance program not only reveals the ability and achievements of students and helps them to know their possibilities, but it also furnishes them with occupational information as well. Students want to know the prospects for jobs in many different fields, and alumni are able to help answer these questions by supplying the kind of information included in this publication.

What jobs do graduates hold and where?

Agricultural graduates are located in widely scattered parts of the world. Of 1,740 replies to the question of residence, 61 percent listed counties in Illinois, but 45 states and 11 foreign countries were included. These locations are shown in the following maps. Distribution of graduates by kind of job held in 1930 and again in 1940 are shown in Table 4. The information in this table is an approximate answer to the question, "What jobs are open to me?"



Distribution of graduates in agriculture living in Illinois who responded to 1940 questionnaire



Distribution of 1,740 graduates of the College of Agriculture in the United States in 1940

TABLE 4.—JOB DISTRIBUTION OF AGRICULTURAL GRADUATES IN 1930 AND 1940[a]

Occupational groups	1930		1940	
	Number replying to questionnaire	Percent of all persons replying	Number replying to questionnaire	Percent of all persons replying
Educational workers				
College teachers	163	7.8	131	7.8
College administrators	6	.3	9	.5
Directors of extension	2	.1	11	.7
Extension specialists	33	1.1	43	2.6
County agents	108	5.0	97	5.8
High-school teachers	278	13.3	291	17.2
Coaches	9	.4	5	.3
Professional technicians				
Agronomists	29	1.4	76	4.5
Bacteriologists	1	0	6	.4
Chemists	24	1.2	16	1.0
Economists	14	.7	18	1.1
Engineers	33	1.6	24	1.4
Entomologists	13	.6	8	.5
Horticulturists	14	.7	5	.3
Statisticians	0	0	6	.4
Zoologists	0	0	2	.1
U.S.D.A. officials	14	.7	23	1.4
Farm Security Administration supervisors	0	0	49	2.9
Foresters	5	.2	0	0
Subprofessional technicians				
Inspectors	12	.6	19	1.1
Butter and ice-cream makers	3	.1	5	.3
Herdsmen	2	.1	9	.5
Miscellaneous	9	.4	2	.1
Business managers and employees				
Industrial managers	99	4.8	78	4.6
Wholesale managers	39	1.9	69	4.1
Retail managers	56	2.7	28	1.7
Buyers	18	.9	11	.7
Officers	32	1.5	29	1.7
Clerks	17	.8	26	1.5
Salesmen and salesmanagers	125	6.0	52	3.1
Insurance, loan, real-estate agents				
Insurance salesmen	39	1.9	28	1.7
Real-estate salesmen	17	.8	17	1.0
Loan agents	28	1.3	26	1.5
Bank officials	20	1.0	10	.6
Appraisers	10	.5	16	1.0
Farmers				
Operators (owners, tenants)	459	22.1	240	14.3
Managers	58	2.8	48	2.9
Hands	0	0	3	.2
Others				
Florists and landscape gardeners	157	7.5	36	2.1
Hatcherymen	11	.5	5	.3
Lawyers	10	.5	8	.5
Doctors and dentists	14	.7	9	.5
Ministers	9	.4	6	.4
Soldiers	6	.3	8	.5
Public officials	19	.9	9	.5
Artists and musicians	8	.4	0	0
Journalism and advertising	51	2.4	32	1.9
Skilled tradesmen	3	.1	5	.3
Laborers	2	.1	5	.3
Unemployed	24	1.1	4	.2
Retired	2	.1	1	.1
Students	26	1.0	19	1.1
All groups	2 107	...	1 683	...

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[a] The classifications in these two surveys are not comparable in all respects and this accounts for some discrepancies. More replies were received in 1930 owing to a more intensive follow-up and a simpler questionnaire.

What are the beginning jobs for agricultural graduates?

Beginning occupations of agricultural graduates have shown considerable variation since 1900 (Table 5). During the period 1900-1905 farming, college teaching, and research in agriculture were the chief lines of work pursued. Since that time the proportion of students entering farming has gradually decreased. The percentage entering college teaching has also decreased, but the percentage taking advanced studies has increased. The percentage entering extension work reached a peak in the twenties and has declined since then. The proportion entering high-school teaching declined during the late twenties and early thirties but increased during the period 1936-1939. The Farm Security Administration and the Soil Conservation Service employed increasing numbers between 1935 and 1941, altho these trends are not fully reflected in Table 5, which is based only on questionnaires returned in 1940.

TABLE 5.—FIRST JOBS OF AGRICULTURAL GRADUATES 1901-1939

Field	Percentage of graduates in each period who entered field indicated							
	1901-1905	1906-1910	1911-1915	1916-1920	1921-1925	1926-1930	1931-1935	1936-1939
College teaching	12	16	14	7	9	9	3	5
High-school teaching	..	11	19	20	30	26	25	36
Extension work	..	2	5	6	9	4	5	3
Professional technical work	31	11	6	8	9	9	15	7
Engineering	..	3	..	([a])	([a])	2	1	1
Business management	..	..	1	2	4	4	4	6
Clerical work	..	..	..	1	3	5	1	2
Finance and loan business	..	..	..	1	1	([a])	2	([a])
Farming	56	47	45	27	27	22	23	18
Landscape work	..	2	([a])	2	2	([a])	..	..
Farm Security Administration supervision	..	..	..	..	..	..	2	5
Journalism	..	..	..	([a])	1	..	..	([a])
Skilled trades	..	..	1	2	1	1	3	1
Unskilled labor	..	..	([a])	([a])	2	1	2	([a])
Army and Navy	..	..	..	15	..	([a])	([a])	1
Advanced study	..	..	3	2	3	5	6	9
Total number reporting	16	61	170	258	293	257	243	297

[a] Less than 1 percent entered these fields.

What the future holds cannot be safely predicted, but as mentioned before, it seems reasonable to believe that farming, the national and state programs for agriculture, educational and research activities, and commercial industries processing and marketing agricultural products or making and selling equipment and supplies to farmers, will offer increasing opportunities for persons trained in agriculture. The requests from employers during 1940-41 indicated the nature of the demand at that time for college men in agriculture. These requests were tabulated at the office of the Assistant Dean of the College of Agriculture and are shown in Table 6.

TABLE 6.—REQUESTS RECEIVED DURING 1940-41 BY THE COLLEGE OF AGRICULTURE FOR MEN TO FILL POSITIONS IN FIELDS INDICATED

Field	Number		Field	Number	
Farm management			Sales organization		
Resident	37		Feed	6	
Professional	5	42	Equipment	10	
			Fertilizer	3	
High-school teaching			Other	4	23
Illinois	60				
Other states	10	70	Dairy processing and marketing		33
			Writing, advertising		5
Agricultural credit		5	Grain business		3
			Meat-packing business		6
College teaching and study			Miscellaneous		6
Assistantships	25				
Fellowships	2	27	Total requests		220

What beginning salaries can be expected?

Increases in earnings are generally acceptable as evidence of job progress. Earnings vary as conditions within an occupation vary or as general economic conditions change. Incomes will, of course, vary for different kinds of work, and altho the past is not a sure indication of the future, it may suggest trends. The average beginning income in different lines of work is shown in Table 7. The incomes received by graduates on their first jobs, averaged by five-year periods, are shown in Table 8.

TABLE 7.—INCOMES OF AGRICULTURAL GRADUATES FROM THEIR FIRST JOBS AFTER GRADUATION, 1901-1939

Job	Number replying	Number reporting income	Average income
College teacher	123	105	$1 125
Extension specialist	36	29	1 325
County agent	40	33	1 725
County supervisor, FSA	20	19	1 447
U.S.D.A. official	3	2	1 350
High-school principal	14	13	1 692
High-school teacher	391	361	1 755
Coach	6	6	2 000
Grade teacher	6	4	775
Agronomist	59	49	1 189
Bacteriologist	3	2	1 650
Chemist	8	7	1 200
Economist	6	4	1 575
Entomologist	4	4	1 825
Civil engineer	10	9	1 764
Other engineers	7	5	1 320
Horticulturist	4	2	1 000
Statistician	6	5	1 800
Laboratory assistant	11	4	1 425
Production manager	20	17	1 600
Service company manager	3	3	1 200
Wholesale dealer	5	4	1 425
Retail-store manager	6	5	1 040
Sales manager	23	17	$1 570
Other sales	22	15	1 326
Commission man	6	5	1 000
Insurance sales	9	7	1 171
Bank and loans	6	5	1 740
Credit man	9	9	1 133
Appraiser	7	5	1 100
Farm-equipment salesman	22	18	1 422
Clerical	35	26	1 230
Food and plant inspector	25	21	1 457
Construction inspector	4	4	1 675
Farm manager	49	38	1 271
Farmers	260	59	1 284
Farm hand	59	33	606
Landscape architect	48	33	1 066
Creamery	9	6	1 265
Cow tester	21	16	918
Journalism	6	5	1 260
Skilled tradesman	18	12	1 216
Foreman	7	5	1 260
Laborer	11	8	1 337
Soldier	47	16	1 118
Student	74	30	1 110

TABLE 8.—INCOMES RECEIVED BY AGRICULTURAL GRADUATES FROM THEIR FIRST JOBS

Year of graduation	Number of persons	Average income
1901–1905	7	$1 314
1906–1910	30	1 026
1911–1915	91	1 152
1916–1920	149	1 401
1921–1925	227	$1 593
1926–1930	202	1 628
1931–1935	179	1 283
1936–1939	245	1 400

When all positions ever held by all persons replying to the questionnaires were tabulated, a more complete answer was obtained to the question, "What remuneration does the job offer?" Each person was asked to report his income the first year, the last year, and for the average year for each job. These data are shown in Table 9. This table may be biased toward the lower incomes if, as seems likely, the lowest-paid workers changed positions most often. It should be remembered that incomes were highest during the years 1920-1930 and that about one-third of the persons reporting graduated after 1930 during a period of economic depression.

The first year's income reported in Table 9 should not be confused with the average salary reported for the first job after graduation, as shown in Table 8. The first year's income in Table 9 may be for the first year of the second job, the third, or even a later position.

What incomes do the more common jobs offer?

Average incomes on frequently held jobs are shown in Table 10, which reports how often various commonly held jobs yielded incomes of certain amounts. It gives an approximate answer to the question of the probable income to be expected by a graduate who enters upon a certain line of work and has average success in it. Naturally there is a wide range of incomes from most of

TABLE 9.—RANGE OF INCOMES RECEIVED FROM ALL JOBS EVER HELD BY ALL REPORTING GRADUATES[a]

Job	First year in job indicated		Last year in job indicated		Average year	
	Number reporting	Income	Number reporting	Income	Number reporting	Income
College teacher	152	$1 911	137	$2 978	155	$1 972
Educational director	45	2 780	33	3 506	22	3 177
Extension specialist	94	2 054	72	2 520	67	2 291
County agent	246	2 432	222	2 994	150	2 715
4-H Club agent	6	1 666	4	1 925	3	1 800
F.S.A. supervisor	55	1 641	42	2 011	26	1 796
U.S.D.A. official	34	3 267	24	3 812	31	3 825
High-school principal	57	2 149	41	2 685	38	2 555
High-school teacher	624	1 858	464	2 211	408	1 999
Coach	14	2 685	10	3 530	8	2 437
Agronomist	117	1 717	91	2 302	71	2 052
Bacteriologist	9	2 377	4	3 050	2	2 950
Chemist	26	1 930	21	2 164	14	2 130
Entomologist	8	1 837	6	2 716	4	2 225
Engineer	45	2 153	36	2 619	29	2 589
Statistician economist	57	2 728	41	3 126	29	3 227
Subprofessional technician	113	1 492	69	1 885	64	1 685
Business manager	30	2 106	13	4 869	20	2 910
Business official	241	2 642	164	3 985	132	3 353
Sales manager	114	3 072	70	6 235	64	3 492
Salesman	151	1 739	92	2 735	105	2 329
Real estate, loans, insurance agent	94	2 096	75	3 137	59	2 808
Clerical	71	1 498	36	2 119	41	1 895
Social worker	9	1 022	6	1 066	3	966
Lawyer	3	1 866	2	2 500	2	3 250
Journalist	29	1 986	25	2 548	12	2 025
Farm manager	109	1 846	77	2 441	71	2 166
Farmer	118	1 344	92	2 024	124	1 577
Hatchery man	4	2 250	3	3 500	6	2 500
Buttermaker	10	1 360	4	1 550	8	1 887
Landscape architect and gardener	27	1 970	17	2 664	18	2 950
Florist	64	1 326	39	2 023	53	1 947
Public official	11	2 563	7	2 742	6	2 633
Skilled trades	36	1 238	20	1 575	19	1 710
Laborer	22	1 259	6	1 333	11	1 363

[a] Attention should be called to the wide range of job titles listed above. Even tho they represent a variety, actually they are closely related. Many of those engaged in selling are selling agricultural products such as feed, fertilizer, machinery, and insurance. Many of those in business deal in products which farmers use, including lumber, hardware, gasoline, grain, feed, and machinery. The occupations entered will continue to vary, and an alert college should be training ahead of rather than behind the demand.

these jobs, and the more successful workers can expect higher incomes. It should be remembered that a relatively high percentage of the alumni who returned questionnaires graduated in recent years and have not had time to reach their maximum incomes. This is especially true for such work as college teaching, in which a relatively long period is needed to reach the higher salary levels.

TABLE 10.—DISTRIBUTION OF GRADUATES BY JOB AND BY INCOME IN AVERAGE YEAR FROM EACH KIND OF JOB[a]

Job	Number of times reported	Average income	Percentage of persons in each income class											
			Under $500	$500-999	$1000-1499	$1500-1999	$2000-2499	$2500-2999	$3000-3499	$3500-3999	$4000-4499	$4500-4999	$5000-5499	$5500-over
College teacher	138	$1 800	0	19	19	19	17	12	6	4	1	(b)	0	(b)
Extension specialist	49	2 100	0	2	8	38	18	12	16	4	2	0	0	0
County agent	111	2 700	0	0	3	12	24	21	22	12	5	1	0	(b)
F.S.A. supervisor	17	1 700	0	0	12	65	18	0	0	6	0	0	0	0
U.S.D.A. official	18	3 400	0	0	11	6	17	17	11	0	6	0	6	27
High-school principal	28	2 300	0	0	0	25	36	21	14	4	0	0	0	0
High-school teacher	345	1 900	0	1	8	32	44	12	2	(b)	0	0	0	1
Agronomist	49	1 800	0	2	22	24	35	4	8	2	2	2	0	0
Economist	14	1 900	0	0	0	14	7	21	21	14	14	7	0	0
Engineer	17	2 000	0	6	0	17	41	0	17	12	0	0	0	6
Laboratory assistant	10	1 900	0	0	20	40	20	10	0	0	10	0	0	0
Production manager	26	2 700	0	0	4	19	19	11	15	15	0	4	13	0
Sales manager	30	3 700	0	0	0	20	10	13	10	3	13	17	0	13
Promotion manager	12	3 000	0	0	0	25	17	17	25	0	8	0	0	8
Commission man	13	3 500	0	0	15	7	0	7	15	0	15	15	15	7
Farm-implement salesman	12	1 900	0	0	25	25	33	17	0	0	0	0	0	0
Farm-equipment salesman	19	2 000	0	5	21	26	16	16	0	0	10	5	0	0
Appraiser	18	2 300	0	6	6	11	28	22	22	0	6	0	0	0
Loan agent	12	3 100	0	0	8	25	17	0	17	8	0	0	8	17
Insurance salesman	15	2 000	0	7	7	13	20	7	13	7	0	7	13	7
Farm manager	60	2 100	2	8	17	23	15	12	10	2	5	2	2	3
Farmer	103	1 600	4	20	23	20	13	9	5	1	0	(b)	2	2
Farm hand	12	600	8	75	16	0	0	0	0	0	0	0	0	0
Nurseryman	17	2 000	0	0	29	29	18	12	0	0	0	0	12	0
Gardener	11	1 300	0	9	55	18	9	0	9	0	0	0	0	0
Landscape architect	12	2 500	0	0	0	8	25	42	17	8	0	0	0	0
Dairy tester	15	900	7	33	46	7	7	0	0	0	0	0	0	0
Soldier or sailor	26	1 800	0	12	4	27	31	12	12	0	0	0	0	0

[a] A more specific job classification is shown in this table than in Table 9. This accounts for the reduced numbers. The average income was calculated to the nearest hundred dollars.

[b] Less than 1 percent.

Table 11 is a similar tabulation without job distinction. It answers the question of the probable income that agricultural-college graduates as a whole can expect. It is of interest to those who consider entering agricultural training but have not yet decided upon the specific line of agricultural work they may wish to pursue after graduation. In 1940 the most common salary received by these college graduates was around $2,500 a year, 30 percent reporting this salary. Like the data in other income tables in this study, those in Table 11 are probably biased downward by the large percentage of recent graduates reporting and by the tendency of individuals in the higher income brackets in commercial jobs to omit the answer to income questions. It is possible also that the survey taken at the end of a decade of severe depression was affected by a tendency for these graduates to remember near-by depression years and forget the higher incomes of more prosperous days.

TABLE 11.—AVERAGE YEARLY INCOME FROM 1940 JOB DURING ALL THE YEARS THIS JOB HAD BEEN HELD

Income for average year	Number of persons	Percentage of all persons reporting
$ 400 and less	2	.3
500–$ 999	19	3.0
1000– 1499	34	5.4
1500– 1999	134	21.5
2000– 2499	189	30.3
2500– 2999	80	12.8
3000– 3499	56	9.0
3500– 3999	35	5.6
4000– 4499	24	3.8
4500– 4999	12	1.9
5000– 5499	17	2.7
$5500–$5999	3	.5
6000– 6499	7	1.1
6500– 6999	1	0
7000– 7499	1	0
7500– 7999	2	.3
8000– 8499	0	0
8500– 8999	1	0
9000– 9499	0	0
9500 and over	6	1.0
Total reporting	623	99.2

What financial progress is made on the job?

Various jobs. In six lines of work a large enough number of graduates reported so that it was possible to tabulate the income data according to the number of years the graduates stayed in a given line of work. As would be expected, the more experienced workers received the larger incomes (Table 12).

TABLE 12.—RELATION OF INCOME TO LENGTH OF SERVICE[a]

(Average income during last year of job)

Years of service	College teacher		County agent		Extension specialist	
	Income	Number	Income	Number	Income	Number
1	$1 559	22	$1 985	14	$2 320	5
2	1 621	51	2 405	37	2 066	18
3	1 959	37	2 758	43	2 210	10
4	2 085	34	3 124	25	2 414	7
5	2 400	17	3 103	30	2 814	7
6–10	2 927	45	3 369	49	2 821	19
11–15	3 343	17	3 442	21	3 400	6
16–20	3 787	8	3 600	3	.....	..
21–25	3 834	3	.....	..	.....	..
26–30	4 166	3	.....	..	.....	..

Years of service	Landscape gardeners, florists		High-school teachers		Professional technicians	
	Income	Number	Income	Number	Income	Number
1	$1 533	9	$1 794	35	$2 081	16
2	1 990	10	1 847	111	2 135	17
3	2 928	7	2 061	91	2 379	24
4	1 966	6	2 057	64	2 344	9
5	2 266	6	2 155	47	2 822	18
6–10	2 845	11	2 210	91	2 735	42
11–15	3 925	4	2 374	35	3 235	14
16–20	.....	..	2 633	18	.....	..

[a] Blanks in this table indicate no replies received.

Farming. Even when farmers keep adequate accounts, their net-income figures are usually not comparable to salary figures in other lines of employment because of differences in living costs and in items of subsistence and shelter received by them without cash outlay. The common use of family labor on farms is likewise a complicating factor in figuring net income. For these reasons a question regarding size of operations during each five-year period was included for those who were farming. Tabulations based on acres operated are shown in Table 13.

Evidently college graduates who become farmers operate large farms. More graduates begin farming as tenants than as partners or owners. Owners increased their average holdings nearly a hundred acres in sixteen to twenty years of farming.

TABLE 13.—AVERAGE ACREAGE FARMED BY GRADUATES DURING EACH FIVE-YEAR PERIOD AFTER GRADUATION[a]

Ownership status	1 to 5 years		6 to 10 years		11 to 15 years		16 to 20 years	
	Acres	Number of persons	Acres	Number of persons	Acres	Number of persons	Acres	Number of persons
Tenant.........	260	81	480	69	400	51	340	41
Partner........	540	61	650	43	560	38	550	32
Owner.........	200	26	260	24	280	18	290	13
Tenant-owner...	400	7	490	5	570	5	400	1
Partner-owner...	830	3	860	2	860	2	1 680	1
Manager.......	900	15	780	11	740	7	790	5
Tenant-manager	610	3	6 000	1	...	..	...	..

Ownership status	21 to 25 years		26 to 30 years		31 to 35 years	
	Acres	Number of persons	Acres	Number of persons	Acres	Number of persons
Tenant...........................	570	28	900	14	370	3
Partner....	550	19	640	8	520	3
Owner...........................	350	8	570	3	...	..
Tenant-owner....................	400	1	400	1	...	..
Partner-owner....................	1 680	1	...	..	...	..
Manager.........................	670	2	1 070	1	...	..
Tenant-manager..................	...	..	...	..	...	..

[a] Blanks in this table indicate no replies received.

Were graduates satisfied with their jobs?

Most workers claim to receive satisfactions from their jobs other than the financial reward. The alumni were asked, "Would you take up the same work again if you were starting over today?" They voted six to one in favor of doing the same thing again. Nearly half of them said that their jobs had been pleasant and interesting, about 12 percent declared their work held opportunities for advancement, and 8 percent appreciated the security offered by their present jobs. Other reasons for satisfaction are given in Table 14.

For a number of years graduating seniors have been asked by the Dean of the College of Agriculture to reply to a questionnaire designed to obtain information of value to admin-

TABLE 14.—WHY GRADUATES WOULD TAKE UP THE SAME JOBS IF THEY WERE STARTING OVER AGAIN

(Percentage of persons giving answers indicated)

Group (1940)	Pleasant, interesting work	Experience helpful to advancement	Independence	Security	Healthy work	Out in open	Good place for children	Chance to advance	No reason given	Number of answers
College teachers	57.7	3.1	....	2.1	....	....	....	14.4	22.7	97
Extension workers	48.7	9.9	....	7.3	.7	....	....	10.7	22.7	150
High-school teachers	51.0	9.5	....	7.5	....	1.0	.5	11.5	19.0	200
Personnel workers	42.8	....	....	....	....	....	....	28.6	28.6	7
Agricultural technicians	59.5	4.3	....	4.3	....	....	....	13.8	18.1	94
Engineers and chemists	46.2	....	3.8	19.2	....	....	....	11.5	19.2	26
Managers of businesses	43.8	4.6	.7	12.4	....	....	....	14.4	24.2	153
Credit managers	50.0	5.6	....	....	....	....	5.6	5.6	33.3	18
Appraisers	53.8	15.4	....	....	....	....	....	7.7	23.1	13
Clerks	41.7	....	....	16.7	....	....	....	8.3	33.3	12
Sales	46.6	6.6	....	3.3	....	....	....	15.0	28.3	60
Farm managers	57.6	1.5	....	4.5	1.5	1.5	1.5	12.1	19.7	66
Farmers	38.2	1.4	12.3	14.2	.9	.9	6.1	9.4	16.5	212
Tradesmen and laborers	38.9	....	....	7.7	....	....	....	15.4	38.9	13
Miscellaneous	44.1	5.2	....	5.2	1.3	....	....	20.8	23.4	77
Percent of total	48.1	5.3	2.3	8.2	.4	.4	1.3	12.6	21.4	1 198

istrators of the College. One question concerns their purposes and goals. A large number have replied that they hoped to find satisfactions in life outside the pay envelope. Seniors made many of the same statements that alumni made. From both sources there is much evidence that farmers in particular find many satisfactions other than the money income from their job. It is true also that their money incomes go farther than do the incomes of city residents since house rent and part of the family food supply do not call for direct cash outlay.

TABLE 15.—WHY GRADUATES WOULD NOT TAKE UP THE SAME JOBS IF THEY WERE STARTING OVER AGAIN

(Percentage of persons giving answers indicated)

Group (1940)	No reason given	Away from home	Prefer other work	Low pay	No advancement	Insecurity	Number of answers
College teachers	33.3	....	66.7	....	....	....	3
Extension workers	4.3	13.0	52.2	17.4	8.7	4.3	23
High-school teachers	10.2	2.0	44.9	14.3	18.4	10.2	49
Agricultural technicians	20.0	....	70.0	....	....	10.0	10
Business managers	9.5	....	61.9	14.3	9.5	4.8	21
Clerks	14.3	....	85.7	....	....	....	7
Salesmen	11.8	....	82.3	5.9	....	....	17
Farmers	17.2	3.4	31.0	27.6	10.3	10.3	29
Tradesmen and laborers	....	....	60.0	....	20.0	20.0	5
Miscellaneous	20.0	....	46.7	6.7	13.3	13.3	15
Percent of total	12.2	2.8	53.1	13.4	10.6	7.8	179

Those who said they did not wish to repeat their past experiences gave as reasons: (1) preference for other work, (2) better pay in other work, (3) lack of opportunity for advancement in present job, and (4) insecurity (Table 15). Part of this dissatisfaction probably is due to conditions associated with the job. It seems reasonable, however, to attribute much of it to the personal preference of the worker, since many others not only favor the same jobs but give nearly the opposite reasons for favoring them. Comparison of Tables 14 and 15 shows that job dissatisfaction was experienced by about 16 percent of these agricultural graduates. Dissatisfaction was much greater for certain jobs than for others. The percentage of workers expressing dissatisfaction was as follows:

	Percent		*Percent*
College teachers	3	High-school teachers	16
Agricultural technicians	9	Miscellaneous group	19
Farmers	12	Salesmen	22
Business managers	12	Tradesmen and laborers	27
Extension workers	13	Clerks	36

Is there a pattern of progress from one kind of work to another?

An attempt was made to discover whether there are patterns of progress from one kind of work to another, for if there are, knowledge of them would be helpful in student guidance. A tabulation was made of the number of graduates entering new kinds of jobs by number of years after graduation (Tables 16 and 17).

Various jobs. Nearly every kind of job listed was entered for the first time by some persons as late as twenty or twenty-five years after graduation. Farm laborers and dairy testers are recruited almost exclusively during their first year out of college. On the other hand, a considerable number of business managers, salesmen, and insurance, loan, and real-estate dealers enter these occupations five, ten or more years after graduation. Very few graduates enter farming in any other than the first year after they leave college.

Most high-school teachers enter that profession immediately after graduation. Prior to the depression of the thirties about half the high-school teachers taught less than ten years. In recent years the tenure of teachers in vocational agriculture has increased. A number of the graduates now in this field have stayed with the work twenty years or more. Migration into high-school teaching from other jobs is especially light. Less than 15 percent of the 293 high-school teachers who replied to the questionnaire had started in some other occupation.

Present county agents have been recruited largely from those who started as agricultural teachers or farmers. The opportuni-

TABLE 16.—JOBS HELD IN 1940 BY THOSE WHOSE FIRST WORK AFTER GRADUATION WAS EITHER FARMING OR TEACHING[a]

Job in 1940	Period of graduation								
	1906-1910	1911-1915	1916-1920	1921-1925	1926-1930	1931-1935	1936-1939	Total	Per-cent
Number whose first job was farming									
College teacher	..	..	2	1	1	..	..	4	1.6
Extension specialist	2	2	2	3	1	..	..	10	3.9
County agent	..	3	5	7	1	1	..	17	6.6
High-school teacher	..	2	4	..	..	..	..	6	2.3
Educational director	1	2	1	..	..	..	..	4	1.6
F.S.A. supervisor	..	3	2	..	2	2	1	10	3.9
Professional technician	..	1	3	2	1	3	1	11	4.3
Subprofessional technician	..	1	..	..	..	2	..	3	1.2
Business manager	2	2	4	4	..	1	..	13	5.1
Salesman	1	4	4	2	..	1	..	12	4.7
Clerk	1	1	..	1	..	..	..	3	1.2
Insurance, loans, real estate	2	3	1	3	3	..	..	12	4.7
Farm manager	..	3	1	..	1	..	..	5	2.0
Farmer	13	19	21	29	17	17	25	141	55.1
Lawyer	1	..	..	..	..	..	..	1	.4
Public official	..	1	..	..	..	..	..	1	.4
Tradesman	..	1	..	1	1	..	..	3	1.2
Total	23	48	50	53	28	27	27	256	100.2
Number whose first job was high-school teaching									
College teacher	..	3	4	4	..	2	1	14	3.6
Extension specialist	..	1	1	4	..	2	..	8	2.0
County agent	..	1	11	12	13	4	2	43	11.0
High-school teacher	..	2	17	48	30	45	111	253	64.9
Educational director	..	..	3	..	..	1	1	5	1.3
Professional technician	..	2	..	5	3	2	..	12	3.0
F.S.A. supervisor	..	1	1	4	..	2	..	8	2.0
Business manager	2	..	6	..	3	3	..	14	3.6
Salesman	1	7	1	3	3	..	..	15	3.8
Clerk	..	..	1	2	..	1	1	5	1.3
Farm manager	..	1	2	..	2	1	1	7	1.8
Physician	..	2	..	2	..	..	..	4	1.0
Public official	..	..	2	..	..	..	..	2	.5
Total	3	20	49	84	54	63	117	390	99.8
Number whose first job was college teaching									
College teacher	4	12	12	7	14	4	14	67	50.4
Extension specialist	..	1	..	2	..	..	..	3	2.3
County agent	..	2	1	3	1	..	..	7	5.3
Educational director	3	1	2	..	1	1	1	9	6.8
F.S.A. supervisor	..	1	..	..	..	..	..	1	.8
High-school teacher	..	1	..	5	1	1	1	9	6.8
Professional technician	..	3	3	6	3	1	..	16	12.0
Business manager	1	1	..	3	1	1	..	7	5.3
Salesman	..	1	..	..	..	1	..	2	1.5
Insurance, loans, real estate	1	1	..	1	2	..	..	5	3.8
Farm manager	..	1	..	..	..	..	..	1	.8
Farmer	2	..	1	..	1	1	..	5	3.8
Student	..	..	..	..	..	..	1	1	.8
Total	11	25	19	27	24	10	17	133	100.4

[a] Blanks in this table indicate no replies received.

TABLE 17.—FIRST JOB AFTER GRADUATION OF THOSE WHO IN 1940 WERE ENGAGED IN WORK INDICATED[a]

First job after graduation	Period of graduation								
	1906-1910	1911-1915	1916-1920	1921-1925	1926-1930	1931-1935	1936-1939	Total	Per-cent
Number who were insurance or real-estate salesmen, and credit or property managers in 1940									
College teacher	1	1	..	1	2	..	..	5	5.4
Extension specialist	..	1	..	..	1	..	..	2	2.2
County agent	..	1	2	2	1	..	..	6	6.5
High-school teacher	1	6	4	2	2	..	..	15	16.1
Professional technician	..	..	..	2	1	1	1	5	5.4
Subprofessional technician	..	..	..	..	2	..	..	2	2.2
Business manager	..	..	..	2	..	..	..	2	2.2
Salesman	..	..	1	2	3	1	..	7	7.5
Clerk	..	..	1	1	..	..	..	2	2.2
Real estate	..	..	2	..	..	..	..	2	2.2
Credit and loans	..	..	..	4	..	2	3	9	9.7
Appraiser	..	..	1	..	..	..	4	5	5.4
Insurance	..	..	..	1	1	1	..	3	3.2
Farm manager	..	6	2	..	..	..	..	8	8.6
Farmer	2	3	1	4	3	..	..	13	14.0
Farm hand	..	2	1	..	..	..	..	3	3.2
Landscape gardener	..	1	..	..	..	..	..	1	1.1
Tradesman	..	2	..	..	..	1	..	3	3.2
Total	4	23	15	21	16	6	8	93	100.3
Number who were business managers or officials in 1940									
College teacher	1	1	..	2	1	2	..	7	5.0
County agent	..	..	..	2	..	..	1	3	2.1
High-school teacher	1	3	4	6	3	4	..	21	15.0
Professional technician	1	..	1	1	..	..	..	3	2.1
Subprofessional technician	..	..	1	4	2	..	..	7	5.0
Business manager	..	1	3	4	1	6	6	21	15.0
Salesman	1	1	1	3	4	3	2	15	10.7
Clerk	..	..	2	2	2	1	1	8	5.7
Real estate	..	..	..	1	..	..	..	1	.7
Credit and loans	..	..	..	..	..	1	..	1	.7
Appraiser	..	..	..	1	..	..	..	1	.7
Farm manager	2	..	..	1	..	..	..	3	2.1
Farmer	1	2	2	4	..	1	..	10	7.1
Farm hand	..	2	1	2	..	1	..	6	4.3
Nurseryman	..	2	1	3	6	10	7	29	20.7
Landscape gardener	..	3	..	..	..	..	..	3	2.1
W.P.A.	..	..	..	..	..	1	..	1	.7
Total	7	15	16	36	19	30	17	140	99.7
Number who were college teachers in 1940									
College teacher	5	13	12	7	14	5	14	70	50.4
Extension specialist	..	1	..	1	..	1	..	3	2.2
County agent	..	..	..	1	1	..	..	2	1.4
F.S.A. supervisor	..	..	..	..	..	..	1	1	.7
High-school teacher	2	3	5	4	1	3	1	19	13.7
Professional technician	4	2	1	2	2	1	1	13	9.4
Subprofessional technician	..	1	..	..	1	1	..	3	2.2
Business manager	..	..	..	..	..	1	1	2	1.4
Salesman	..	..	..	..	1	1	..	2	1.4
Clerk	..	..	..	..	..	..	1	1	.7
Farm manager	..	..	..	1	..	..	..	1	.7
Farmer	2	1	2	3	1	..	..	9	6.5
Farm hand	..	..	1	..	1	..	..	2	1.4
Tradesman	..	..	..	..	..	1	..	1	.7
Student	..	1	..	3	1	2	3	10	7.2
Total	13	22	21	22	23	16	22	139	100.0

TABLE 17. — (*Concluded*)

First job after graduation	Period of graduation							
	1911-1915	1916-1920	1921-1925	1926-1930	1931-1935	1936-1939	Total	Per-cent
	Number who were in county-agent work in 1940							
College teacher	2	1	3	1	..	..	7	7.5
Extension specialist	1	2	1	1	1	..	6	6.5
County agent	1	3	2	1	1	4	12	12.9
High-school teacher	1	11	12	13	4	2	43	46.2
Subprofessional technician	..	1	..	3	..	..	4	4.3
Business manager	..	..	..	1	..	..	1	1.1
Salesman	..	1	..	..	..	..	1	1.1
Farmer	3	5	7	1	1	..	17	18.3
Farm hand	1	..	1	..	..	..	2	2.2
Total	9	24	26	21	7	6	93	100.1

First job after graduation	Period of graduation									
	1901-1905	1906-1910	1911-1915	1916-1920	1921-1925	1926-1930	1931-1935	1936-1939	Total	Per-cent
	Number who were farmers in 1940									
College teacher	..	2	..	1	..	1	1	..	5	2.2
County agent	..	..	..	..	..	..	1	1	2	.9
High-school teacher	..	1	2	2	4	1	..	2	12	5.3
Educational director	..	..	..	..	1	..	..	..	1	.4
F.S.A. supervisor	..	..	..	..	..	..	2	..	2	.9
Professional technician	2	..	..	1	3	..	1	..	7	3.1
Subprofessional technician	..	1	..	2	1	..	1	2	7	3.1
Business manager	..	1	1	..	..	..	..	..	2	.9
Salesman	..	..	1	..	4	1	..	1	7	3.1
Clerk	..	..	..	1	..	1	..	2	4	1.8
Insurance, loans, real estate	..	..	..	..	..	..	1	..	1	.4
Farm manager	2	1	2	..	1	2	2	..	10	4.4
Farmer	2	13	19	21	29	25	17	17	143	63.6
Farm hand	2	1	2	1	4	3	1	3	17	7.6
Tradesman	..	..	..	1	..	1	1	1	4	1.8
Journalist	..	..	..	..	1	..	..	..	1	.4
Total	8	20	27	30	48	35	28	29	225	99.9

[a] Blanks in this table indicate no replies received.

ties in county-agent work have not expanded much since 1930, and the trend during the last five years has been to select agents from those starting as assistant agents. These data are shown in Table 17.

Only a small proportion of the present real-estate agents, insurance agents, and loan agents have entered these fields during the past ten years (Table 17) ; this fact, coupled with the fact that these workers entered from many different fields, may indicate that maturity and experience are requisites for these occupations. Former farmers and teachers contributed the largest number to this group.

Not many of those who were business managers in 1940 started as such; they began as teachers, salesmen, and farmers. Nurserymen (classified as business managers) indicated few changes to other fields.

Farming. A very different situation seems to obtain in farming. Most college graduates who become farmers begin farming immediately after graduation (Table 17). Few begin after having been employed at other kinds of work. College teachers and county agents do not often enter farming. The migration from farming toward extension work is greater than that in the opposite direction. Table 16 gives an idea of the variety of occupations that have been filled by those who began as farmers.

The senior questionnaire mentioned previously showed that many individuals expected eventually to become farmers. The numbers of those graduating in 1936-1939 who expected to do so were as follows:

Plan to enter farming	*1936*	*1937*	*1938*	*1939*
Immediately	2	15	11	14
Ultimately	14	39	31	46

The data from this study lead to the belief, however, that many of these graduates are unlikely to realize their ultimate goals. It would seem sound to advise those who expect to farm to "start immediately or you may never do it."

Most college teachers apparently had decided upon teaching as their life work by the time they took their first job. Professional technicians have in many instances combined their research work with teaching. More high-school teachers and professional technicians transferred to college teaching than transferred from any other line of work.

Summary and Outlook

This study of the job experience of graduates from the College of Agriculture of the University of Illinois yields information which is believed will be useful in student guidance. It supplies two kinds of material: generalizations that can be retained in memory; and facts for reference, to be used as needed in individual and specific cases of student guidance. The statistical data may not find wide use but may be very valuable in specific instances.

The authors' interpretations of the data are as follows:

1. Students enrolling in the College of Agriculture have been about average in scholastic achievement, but they take to their jobs much valuable experience from work on the home farm supplemented by 4-H Club work and vocational instruction in high school. About 50 percent of the men students work a little more than 20 hours a week at gainful employment while in college. The students receiving above-average grades are rewarded by receiving above-average incomes after graduation.

2. The percentage of agricultural graduates entering farming has declined since 1900 from about 56 percent to about 18 percent. In 1940, 17 percent of all graduates who reported were at that time engaged in actual farming.

3. The majority of jobs held by agricultural alumni carry average earnings of $2,000 to $3,000 a year.

4. Most of the alumni reporting expressed satisfaction with their present jobs. Approximately 16 percent were dissatisfied, and the greatest proportion of dissatisfaction was expressed by those working on jobs not closely related to their training.

5. Only a small proportion of those who start in other occupations enter farming later. Many more persons have turned from farming to professional jobs than have turned from professional jobs to farming.

6. Agricultural graduates were found in a wide variety of occupations. More than 360 different jobs were coded in this study. Some of these were depression jobs with duties unrelated to the graduate's training. Nevertheless the variety of jobs undertaken suggests the many different opportunities open to men trained in agriculture.

7. It is difficult to predict trends in occupations, especially in war years, but the analysis of current inquiries from employers for men trained in agriculture seems to justify the expectation that employment will continue to be available in the following vocations:

Farming, either as hired managers or self-employed operators.

Teaching in high school or college.

Extension teaching and demonstration.

Research for state experiment stations, the U. S. Department of Agriculture, or such commercial organizations as feed and seed companies.

Administration of federal and state programs for the conservation of soils and other resources.

Processing and marketing of agricultural products, including milk and its derivatives, meat and poultry products, fruits and vegetables, and cereal and oil seeds.

Administration of agricultural credit by governmental or private agencies.

Sale and service of farm equipment and supplies, including farm machinery, electric power and equipment, seeds, feeds, seed treatments, and insecticides.

VOCATIONAL GUIDANCE STUDY — University of Illinois — College of Agriculture Alumni

Name______________________________ **Maiden name**____________________ **Class of**__________
(last) (first) (middle)

Present address______________________________ Home address while attending college____________________

Describe the different employments you have had since leaving this college. If you have earned any advance degrees, place degree symbols in appropriate space under job title (Column 2), give institutions in employer spaces (Column 3) and dates (Column 4 and 5). If you were unemployed for any considerable time place a "U" in space for job title (Column 2) and give dates (Column 4 and 5). If some employments were for part time *only* indicate in job title space (Column 2) what percent of your year was devoted to the job. If you divided your time between two jobs give both job titles (Column 2) and indicate the percentage of time devoted to each. Indicate net income in this case.

Indicate which of these figures (500, 1000, 1500, 2000, 2500, 3000, 3500, 4000, 5000) is nearest your net income for each job, for the three classifications in columns 7, 8, and 9.

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	Job title (or kind of work)	Employer's name and address	Dates for each job			Net income for each job		
			Beginning	Ending		First year	Last year	Any average year
1st job					1	$	$	$
2nd job					2			
3rd job					3			
4th job					4			
5th job					5			
6th job					6			
7th job					7			

(Questionnaire is concluded on next page)

(*Questionnaire concluded*)

If self-employed give average acres operated for each 5 year period since leaving this college.

Acres operated	1st 5-yr. ave.	2nd 5-yr. ave.	3rd 5-yr. ave.	4th 5-yr. ave.	5th 5-yr. ave.	6th 5-yr. ave.	7th 5-yr. ave.
As tenant							
As partner							
As owner							
As manager							

If you know of any openings for college men with training in agriculture, please describe them.

If you are looking for employment, state kind and conditions.

Please give any suggestions for improving the training or placement of agricultural students.

Would you take up your present work if you were starting over again today? Why or why not?

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